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AUTHOR Snyder, John F.; And Others
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ABSTRACT

This publication reports on the job market for teachers entering the work force for the first time and for career changers. The study, which surveyed nearly 3,000 preservice teachers currently enrolled in educational programs in 25 mid-Atlantic colleges and universities, explored three areas: (1) preservice teacher perception of the job market; (2) their motivations for choosing teaching as a career; and (3) careers they identify as alternatives if they do not find a teaching job. A majority of respondents perceived a surplus of teachers in the job market: 34 percent indicated some surplus and 24 percent indicated a considerable surplus of teachers; 21 percent perceived the job market with a balance of teachers and openings. Although 22 percent perceived a shortage of teachers, 33 percent rated their chances of finding full-time jobs in their certification fields right after graduation as good, 54 percent rated their chances as fair, and only 14 percent rated their chances as poor. The major reasons cited for choosing to teach were consistent with the literature--working with young people, a love of children, and desire to make a difference. Less than three percent listed income, benefits, and job security as reasons for entering the field. Over a third of respondents indicated a desire to pursue an alternative career within the field of education or closely related service; 47 percent of elementary preservice teachers and 25 percent of secondary/other preservice teachers fell into this category. Tables of data are included, as well as some comments from respondents. The findings suggested that preservice teachers seem to recognize that the job market is competitive, however a majority view their chances of getting a job optimistically. Most preservice teachers expressed willingness to serve as substitute teachers, to teach in a private school, and to relocate. (Contains 11 references.) (ND)

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Perceptions of Preservice Teachers:

The Job Market, Why Teaching, and Alternatives to Teaching

by

John F. Snyder
Amy S. Doerr
Michael A. Pastor

Office of Career Services
Division of Student Affairs
Slippery Rock University
Slippery Rock, PA

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Another report which may be of interest is the **1995 MAASCUS Teacher Supply and Demand Employer Survey**. This report is available, while supplies last, by sending a 9x12" self-addressed envelope with $3.00 of postage attached to John F. Snyder, Office of Career Services, Slippery Rock University, Slippery Rock, PA 16057. Be sure to indicate what report you are requesting. For ordering information about the annual **ASCUS Teacher Supply and Demand in the United States** report and other publications, contact ASCUS at 820 Davis Street, Suite 222, Evanston, IL 60201-4445. ASCUS is the Association for School, College and University Staffing, Inc. MAASCUS and ASCUS are not-for-profit associations serving career services officials and school personnel administrators. (Please note: at the time of this printing, ASCUS was considering a name change.)

Introduction

Well our graduations hang on the wall
though they never really helped us at all
no they never told us what was real
iron, coke, chromium, steel,
and we're living here in Allentown.

(Billy Joel, 1983)

Twelve years ago "Allentown" conjured images of a disillusioned working class who, after following the advice of the people they trusted and doing all of the things they were supposed to do like graduating from school, woke up to the grim reality that there were no jobs waiting for them.

Since that time, a variety of research has explored the state of the labor market in this country. This research was intended to give the best possible information to those entering the work force for the first time or finding new niches for themselves either by choice or because of company downsizing.

It is tempting to assume that, after so much good advice and insightful analysis, today's work force would know more about the opportunities that await them in the "real" world than any generation before them.

Table 1

Total Teacher Employment and Projected Employment 2005
Bureau of Labor Statistics

Teachers	1992 Total Employment	2005 Projected Employment	% Change 1992-2005	Absolute Difference 1992-2005
Preschool & kindergarten	433,751	669,454	54.34	235,708
Elementary	1,456,156	1,766,719	21.33	310,563
Special	358,127	624,708	74.44	266,581
Secondary	1,262,861	1,724,454	36.55	461,543

However, this is not necessarily the case. While figures from the Bureau of Labor Statistics indicate a need for more teachers through the year 2005 (Table 1), supply and demand, especially in teaching, is a complex issue affected by numerous factors including certification(s), geographic location, school funding, population movements, and attrition (ASCUS, 1995). Research has provided mixed messages over the past ten years regarding teaching opportunities with some researchers predicting a shortage of teachers that has yet to happen (Feistritzer, 1993). Schaerer (1994), ASCUS (1995), and MAASCUS (1995) have identified a surplus of teachers in several areas. Though shortages exist in some disciplines (special education, English as a second language, and some sciences and foreign languages, for example) and in some locations (typically urban schools or areas of significant population growth), there are teacher surpluses in the popular certification areas of elementary education, social studies, English, health education and physical education. These reports and others address the complexities of supply and demand and illustrate how challenging it is for

students to forecast future opportunities in teaching when research sometimes produces contradictory results.

Purposes of this Study

By surveying nearly 3000 preservice teachers currently enrolled in education programs in 25 Mid-Atlantic colleges and universities, this study explores three areas:

1) Preservice teachers' perceptions of the job market;
2) Their motivations for choosing teaching as a career;
3) Careers they identify as alternatives if they don't pursue or find a teaching job.

Preservice Teachers' Perceptions of the Job Market

A review of the literature did not reveal any other studies which explore this issue. ASCUS has traditionally researched this question from the perspective of college and university career services professionals and has started to work with regional associations to survey school employers' perceptions (Schaerer, 1994; MAASCUS, 1995). The National Center for Education Statistics (NCES) has conducted extensive research into numerous aspects of school staffing, but has not investigated job market perceptions of preservice teachers. Other preservice teacher research studies explore the educational preparation and classroom readiness of new teachers, but not their perceptions of their chances of finding a job.

As mentioned above, ASCUS (1995), Schaerer (1994), and MAASCUS (1995) examine the supply and demand of teachers by region and certification area with certain areas experiencing a shortage of teachers but with other areas experiencing a surplus of teachers. These reports encourage preservice teachers to seek multiple teaching certifications and to be geographically mobile. Table 2 presents the latest MAASCUS (1995) research of employers' perceptions of the job market with employers rating each certification on a 1 to 5 scale. One (1) represents a considerable surplus of teachers and 5 a considerable shortage of teachers.

ASCUS (1995), Schaerer (1994), and MAASCUS (1995) also point out the need for a diverse teaching staff as the student enrollment becomes more diversified. Yet, the majority of preservice teachers enrolled in teacher education programs are white, female and wish to teach in rural or suburban schools similar to the ones they attended (Gilbert, 1995; Zimpher, 1989). Most are likely to seek teaching jobs within a hundred mile radius from home. Thus many are not able or willing to relocate and must restrict their job search to specific locations. Urban preservice teachers appear to be an exception to this rule in that they prefer to work in either rural or suburban areas rather than the cities where they grew up (Zimpher, 1989).

Table 2: 1995 MAASCUS Employer Survey

Teaching Fields with Considerable Teacher Shortage (5.00-4.21)	
None	
Teaching Fields with Some Shortage (4.20-3.41)	
Languages - Japanese	3.91
Science - Physics	3.90
Languages - Russian	3.87
Speech Pathology	3.86
Bilingual Education	3.69
Audiology	3.68
Special Education - Hearing Impaired	3.64
Special Education - Visually Impaired	3.62
Technology Education (Ind. Arts)	3.56
Psychologist	3.55
Agriculture	3.51
Library Science	3.48
Science - Chemistry	3.48
Special Education - Physically Impaired	3.46
English as a 2nd Language (ESL)	3.44
Teaching Fields with Balanced Supply and Demand (3.40-2.61)	
Languages - Classics	3.40
Special Education - Multiply Handicapped	3.38
Languages - German	3.37
Special Education - Behavioral Disorders	3.36
Computer Science/Education	3.22
Science - Earth/Physical	3.30
Languages - French	3.19
Special Education - Mentally Handicapped	3.18
Special Education - Learning Disability	3.14
Languages - Spanish	3.13
Gifted/Talented Education	3.04
Home Economics/Family Studies	2.98
Social Worker (School)	2.96
Science - Biology	2.93
Science - General	2.89
Counselor Education	2.88
Mathematics	2.88
Substitute Teachers	2.82
Dance Education	2.81
Speech/Drama/Theater	2.81
Driver Education	2.79
Reading	2.75
Music - Instrumental	2.74
Music - Vocal	2.70
Journalism	2.61
Teaching Fields with Some Surplus (2.60-1.81)	
Business Education	2.54
Art/Visual	2.43
Health Education	2.35
English/Language Arts	1.84
Teaching Fields with Considerable Surplus (1.80-1.00)	
Physical Education	1.77
Social Sciences/Studies	1.59
Elementary - Pre-K	1.54
Elementary - Middle Grades	1.47
Elementary - Kindergarten	1.31
Elementary - Intermediate	1.25
Elementary - Primary	1.20

Why Preservice Teachers Choose to Teach

This is a particularly interesting question considering how demanding teaching is of an individual's time, talent, energy and empathy. This question is not only interesting in its own right, it is also an important indicator of how someone will succeed at their chosen profession. As Serow (1994) points out, teachers who feel that teaching is their "calling" (a natural inclination and ability to teach that is recognized by others) are more likely to succeed than others.

The literature identifies a fairly consistent set of the most popular reasons that individuals have for becoming teachers. Myers and Neely (1990) report that most education majors insist that they choose to teach because they:

have experience working with children;
have a rewarding experience with a former teacher;
love children;
want to make a difference;
have relatives who taught.

According to Zimpher (1989), education majors choose to teach because:

95% want to help students grow and learn;
63% think that teaching is a challenging profession;
45% feel that teaching is their calling, that it is an honorable profession, are inspired by one of their favorite teachers, or like the working conditions.

King (1993) reports that African American students enter teacher education programs for similar reasons:

83% feel that they have the ability to work with young people;
78% think that their abilities are well suited to teaching;
73% think that they can contribute to the betterment of society;
66% believe that teaching gives them the opportunity to be creative;
56% want to have the opportunity to work with diverse populations;
56% think that teaching is intellectually satisfying.

Finally, Serow (1994) states that students who feel that they have been "called" to teach also think that the teaching profession is attractive for other reasons:

95% like working with children;
91% want to help children;
73% are inspired by their former teachers;
56% feel they can bring about social change.

It is interesting, though not surprising, that the factors encouraging students to teach change over time. Zimpher (1989) remarks that, in the 1950's, young men and women turned to teaching because of the influence of a former teacher. In the 1960's the teaching profession was attractive because it promised job security. In the 1970's, as society placed less emphasis on the tangible benefits of working, people were drawn to teaching because it would be intrinsically rewarding. In the 1980's, teachers chose their profession because it gave them the opportunity to help students grow and learn. In the 1990's, students who major in education typically believe that teaching is challenging and rewarding, and they have respect for what teachers can accomplish.

It is interesting to note that the percentage of education majors who are either "positive" or "somewhat positive" about teaching is about the same as it was at any time in the past 50 years. By and large, however, education majors are less concerned about income and job security than other college students (Zimpher, 1989).

Those who are certain that they want to teach are willing to make a considerable contribution to the profession (Zimpher, 1989):

36% 20 years or more;
21% 11-20 years;
16% 6-10 years;
8% less than 5 years.

Individuals who decide to teach are as aware of the drawbacks of the teaching profession as teachers themselves. For example, Myers and Neely (1990) mention that the most widely perceived drawbacks to teaching include:

low pay;
discipline problems;
student apathy;
lack of resources, support and recognition.

Preservice teachers are more quick to point out these problems than veteran classroom teachers. They also portray drawbacks like low pay and lack of prestige as being far worse than they actually are. However, in spite of their bleak appraisal of the profession, preservice teachers still are determined to teach. The question that arises, then, is why do some of the men and women who have trained to be teachers enter the profession while others do not?

The answer may lie in commitment. Some individuals enter the teaching profession knowing that, despite a competitive job market, they are going to teach. Commitment is usually conceived of as a combination of experience and desire. Commitment typically begins with an experience that is rewarding in some way. Over time, individuals begin to draw conclusions on the basis of their experiences. In time, they begin to believe that their experiences have pointed the way toward their future careers. Although the terms "commitment" and "calling" have often been used interchangeably, there are subtle differences that distinguish these terms from each other. As Serow (1994) insists, a calling begins deep inside of an individual. It is an innate sense that there is something in life that he or she is meant to do or to be. This perception is reinforced by personal experience and others' opinions.

Commitment often comes with age. A study by Cohen, Klink, and Grana (1990) shows 46% of the traditional students still teaching after five years, compared to 85% of their older colleagues. There are three possible explanations for the relationship between commitment and age.

First, non-traditional students are likely to have had an opportunity to work with children or adolescents. This experience gives them an opportunity to discover whether or not they are apt to succeed at teaching.

Second, older students are also likely to have had time to deal with many of the issues (such as establishing a family and creating a sense of stability and security for themselves) that younger students still face. Because they are able to put many of these issues behind them, the older students are more apt to keep the commitments that they make (Cohen, Klink, and Grana, 1990).

Third, older students are more likely to see teaching as an end in itself, rather than as a means to some other professional end. Many traditional students see teaching as a stepping stone to either an administrative position, such as principal or superintendent, or another profession, like law or medicine. This perhaps explains why many traditional secondary education students either never enter the teaching profession or leave within the first five years. Others never teach because of illness, children, or spouse relocation out of town. Some secondary education students decide at some point that they want more pay, autonomy, and opportunities for travel and promotion than teaching affords (Cohen, Klink, and Grana, 1990).

Alternatives to Teaching

In an era when the job market is highly competitive for many teachers, many men and women who have prepared to teach have found other career opportunities. As many observers note, there is an obvious difference between elementary and secondary teachers. The latter are usually attracted more to their academic fields than they are to the idea of teaching. In contrast, elementary teachers typically choose their profession because it offers them the opportunity to work with children. This means that they see their job alternatives to be limited to areas like counseling, tutoring, pre-school, or day care.

As expected, secondary education students pursue a much more extensive variety of alternatives. There are several routes that secondary education teachers who choose not to teach typically follow. First, they may pick another occupation within their field. For example, a woman who had received a degree in math education will become an actuary for an insurance company rather than a middle school or high school math teacher. Second, secondary teachers who choose not to teach may fall back on their prior experience. For example, a man who had worked as a landscaper, a carpenter or a machinist earlier in his life will return to this line of work rather than teach. Third, secondary teachers who ultimately decide not to teach often go into other professions. Teaching may have seemed to be a more practical -- perhaps attainable -- choice when these men and women began their college careers. It might have been an alternative that they always wanted to try. However, somewhere in the back of these teachers' minds, there is another profession that they will enter when the time was right. Of those who don't want to teach, according to Zimpher (1989), 25% will go on to graduate school, and 20% will go into an education field.

Schools have indicated a strong need for minority teachers (ASCUS, 1995; MAASCUS, 1995) making the education profession a particularly attractive one for minorities in terms of employment opportunities. Higher education is also vigorously recruiting minorities, especially those who have exemplary grades and/or standardized test scores. After arriving at college, however, minorities tend to choose careers that typically weren't available to them in the past. Rather than teaching, college-bound minorities are more inclined to choose professions like engineering, medicine, computer science and the social sciences (Zimpher, 1989).

The Survey and Survey Respondents

Two thousand, nine hundred, seventeen (2917) education majors from 25 Mid-Atlantic colleges and universities completed the two page survey during the 1994-95 academic year (see Appendix A for more information). The majority of respondents are seniors (52.5%), followed by sophomores (14.7%), juniors (13.2%), graduate students (8.1%), freshmen (6.7%), and post baccalaureate students (4.8%). Those 21-22 years-old represent 40.7% of the respondents while those 19-20 years-old represent 21.8%. Those 23 years-old and older represent 33.9% of the respondents. Nearly three-fourths (74.2%) of the respondents are females and 25.8% are males. Caucasians are the majority of respondents at 94.8% with African-Americans at 2.1%. All other racial groups are less than 1% of the respondents.

Appendix B shows the certification fields represented. The total number responding by certification field is more than 2917 because students could be earning certificates in more than one teaching field. The certification fields are based on the ASCUS supply and demand report fields. To minimize confusion among the preservice teachers completing the survey, however, some certification fields from the ASCUS reports are combined. For example, instead of listing the various specialties in special education, the preservice teacher survey provides only "Special Education" as a certification field.

The survey gathered information about perceptions of the job market through multiple choice questions. Preservice teachers responded to the issues of why they chose teaching and alternatives to teaching through open-ended questions. They were also provided space to write additional comments. Appendix C is a copy of the survey instrument. Appendix D provides more information about how the numerous comments were read and analyzed.

Job Market Perceptions of All Respondents

A majority of preservice teacher respondents perceives a surplus of teachers in the job market with 34% indicating some surplus of teachers and 24% indicating a considerable surplus of teachers. Seventeen percent (17%) perceive some shortage of teachers with only 5% perceiving a considerable shortage of teachers. Twenty-one percent (21%) perceive the job market with a balance of teachers and openings.

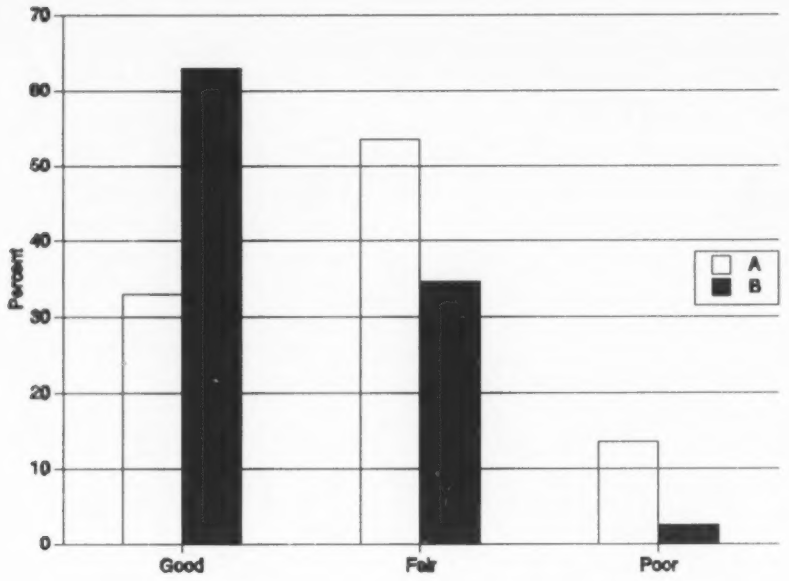
Although a total of 22% perceive a shortage of teachers, 33% rate their chances of finding a full-time job in their certification field(s) right after graduation as good; 54% rate their chances as fair; and 14% rate their chances as poor.

When asked about their chances of finding a full-time teaching job in two to three years if they don't get a job right after graduation, the optimism expressed by the respondents increases considerably. Only 3% rate their chances of finding a full-time job as poor, while 63% see their chances as good and 35% as fair. Figure 1 illustrates this perception.

With a competitive teacher's job market, substitute teaching may be a viable option for entering a local district and eventually gaining full-time employment. Although 13% of the preservice teachers surveyed will not consider subbing as an option, 48% are willing to sub for one year and 35% are willing to sub for 2 to 3 years.

Figure 1

Perceptions of Chances of Finding a Full-time Teaching Job



A = My chances for finding a full-time job in my certification area(s) once I graduate are: good, fair, poor.
B = Even if I don't get a job in my certification area(s) right away, my chances of finding a full-time job in 2 or 3 years are: good, fair, poor.

Figure 2

Willingness to Substitute Teach or Teach in a Private School

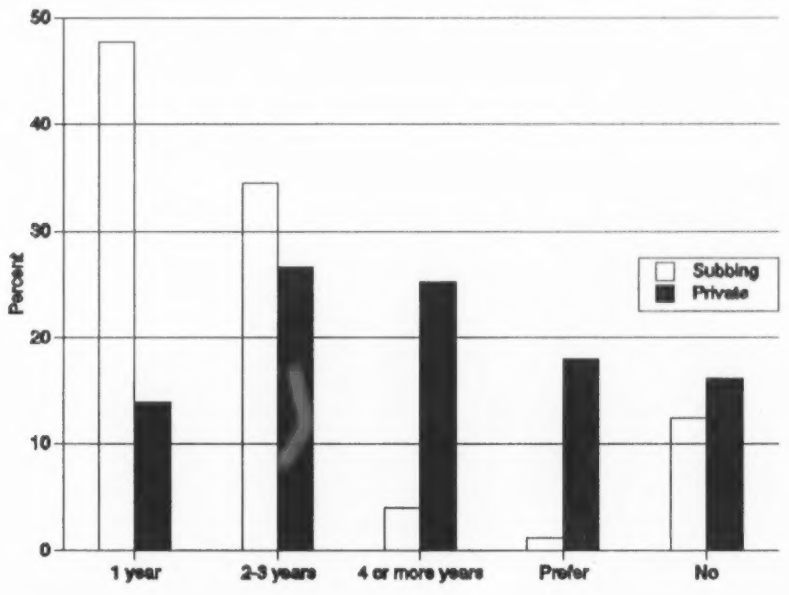


Figure 3

Geographic Flexibility When Seeking a Teaching Job (by Age Groups)
n = 17-22 = 1929; 23-30 = 704; 31+ = 284

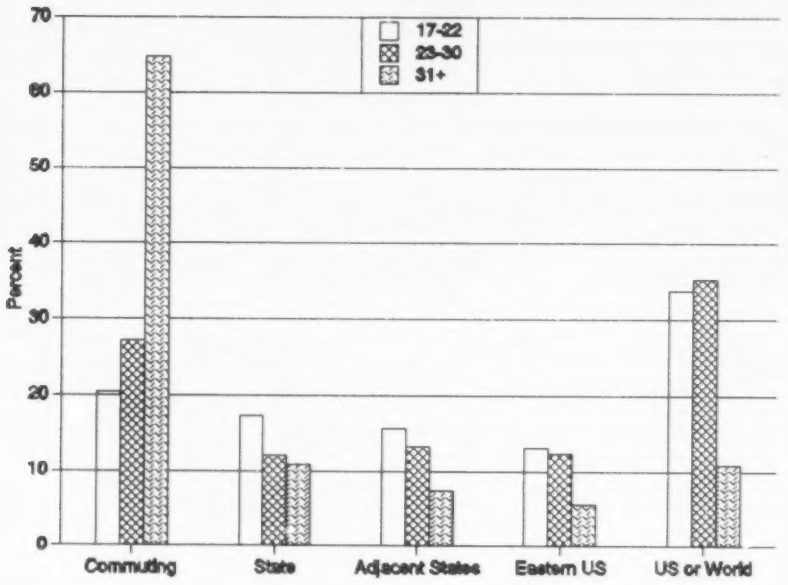
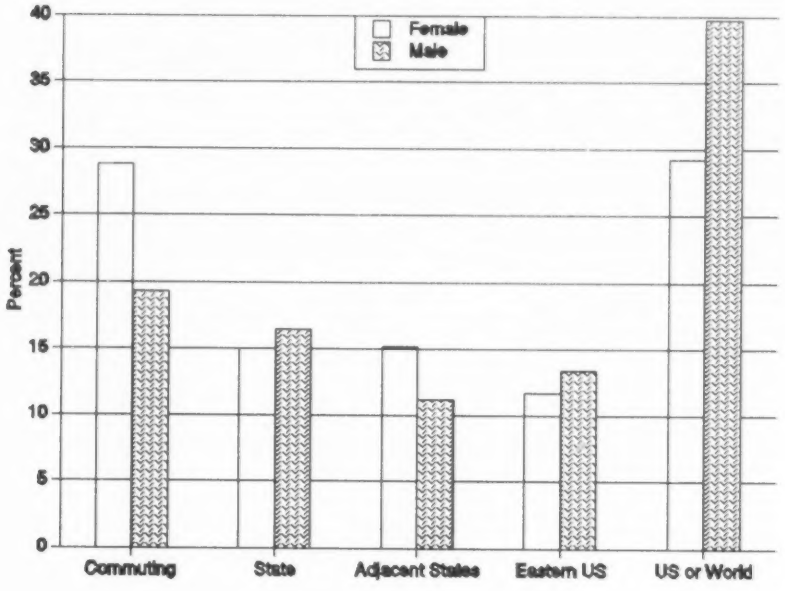


Figure 4

Geographic Flexibility When Seeking a Teaching Job (by Gender)



Three years seems to be the limit of substitute teaching as only 4% indicate a willingness to sub for 4 or more years and 1% answer that they prefer subbing over full-time teaching.

The competitive job market may also lead more teachers to consider private school teaching as an alternative even though private school salaries and benefits usually are much less substantial than public school salaries and benefits. In fact, 18% answer that they prefer teaching in a private school rather than a public school while 16% indicate that they are not interested in private school teaching. A higher percentage of respondents are willing to teach for a longer time in private schools than they are willing to serve as a substitute teacher: 14% are willing to teach one year in a private school; 27% are willing to teach for two to three years; and 25% are willing to teach four or more years. Figure 2 compares willingness to substitute teach to willingness to teach in a private school.

While over a quarter of the preservice teachers (26%) will limit their job search to a commuting distance, nearly a third (32%) indicate a willingness to travel throughout the United States (22%) or the world (10%) to find a teaching job. Overall, the preservice teachers appear to be willing to relocate: 15% are willing to move within their state; 14% to surrounding states; and 12% throughout the eastern United States.

As expected, older preservice teachers are less mobile than their younger colleagues. Figure 3 shows the geographic mobility of the respondents by three age groups. Males are more mobile than females as figure 4 shows.

Almost a third (32%) respond that their teacher's salary will be their only source of income; 13% that their salary will be their family's major source of income; and 55% that their salary will be combined with or secondary to another salary in the family. More females (33%) than males (26%) indicate that their salary will be the only source of income. Over half of both females (56%) and males (53%) respond that their salaries will be combined with or secondary to another salary in the family.

Job Market Perceptions by Teaching Field

Opportunities in teaching are largely defined by the certification the preservice teachers earn. The 1995 MAASCUS employer survey shows that some areas have a surplus of teachers and other areas have a shortage of teachers. Two areas worth comparing are the perceptions of the 1213 respondents seeking elementary education and/or early childhood education certification only (no other certification fields were marked by these preservice teachers) with those seeking certification in special education and possibly another certification field, which could include elementary and/or early childhood education (n = 400). Although the special education respondents may have marked another certification area, none of them would fall into the category of elementary and/or early childhood only. The two groups are exclusive of each other.

The gender and race of each group are similar with elementary education and/or early childhood being 87% female and 96% white and the special education being 87% female and 95% white. Figure 5 shows that elementary education and/or early childhood respondents see the market as competitive with 73% perceiving a considerable surplus or some surplus of teachers and only 11% perceiving a considerable shortage or some shortage of teachers.

Figure 5

Perceptions of the Supply of Teachers to Opportunities by Certification Area

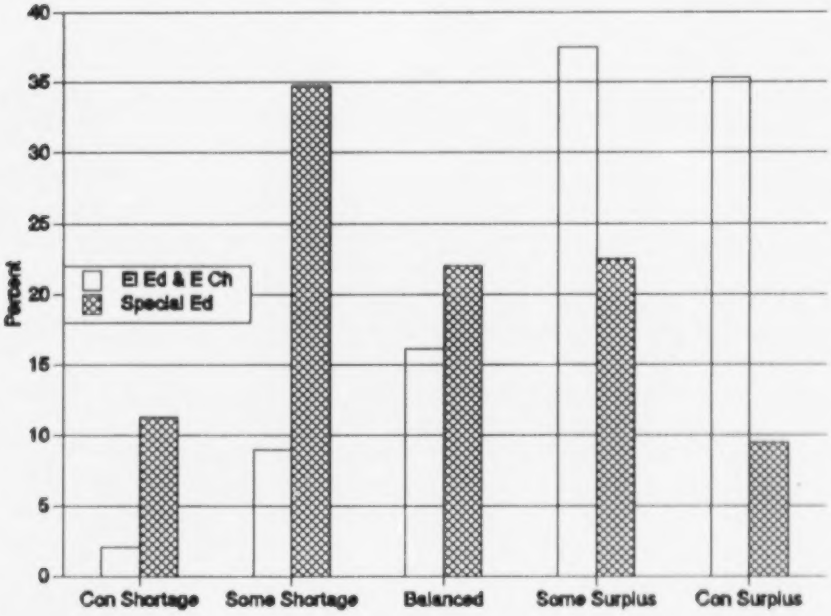
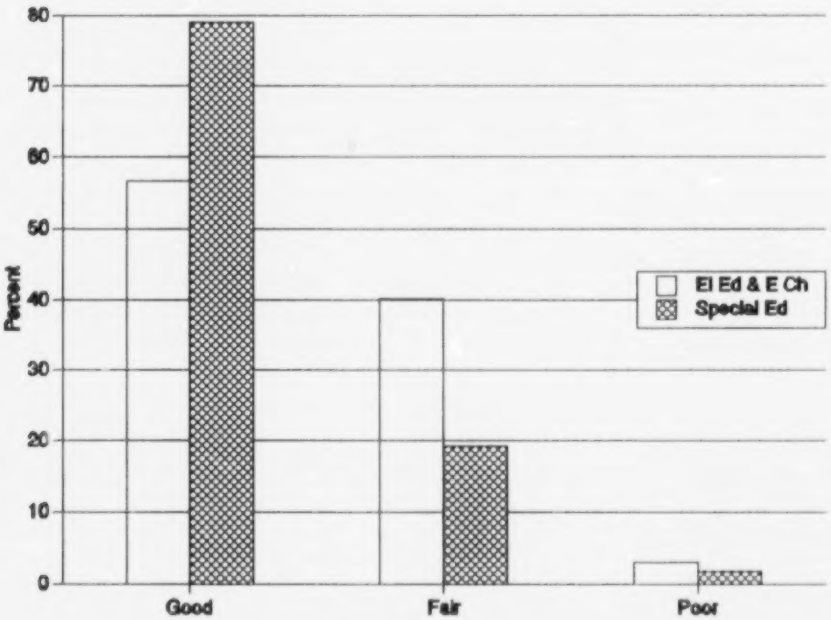


Figure 6

Perceptions of Chances of Finding a Full-time Job in 2 to 3 Years
Elementary and Early Childhood Education vs. Special Education



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A higher percentage of special education preservice teachers, however, perceive a considerable shortage or some shortage of teachers (59%), while only 15% sense a considerable surplus or some surplus of teachers.

Figure 6 illustrates the two groups' perceptions of getting a full-time job in 2 to 3 years. The special education preservice teachers are more optimistic about their chances of finding a job with 79% rating their chances as good, 19% as fair, and only 2% as poor. While the optimism of the elementary education and/or early childhood preservice teachers is not as strong as the special education respondents, the majority (57%) do rate their chances of finding a full-time job in 2 to 3 years as good, 40% as fair, and 3% as poor.

It is important to note that the employers participating in the 1995 MAASCUS survey perceive special education certification areas as having a balanced supply of teachers or some shortage of teachers while they perceive all elementary and early childhood education areas as experiencing a considerable surplus of teachers (see Table 2).

Both groups are similar in their willingness to substitute teach with 48% of elementary and/or early childhood preservice teachers indicating a willingness to substitute for one year compared to 50% of special education preservice teachers; 36% of elementary education and/or early childhood preservice teachers are willing to sub for 2 to 3 years compared to 31% of special education; and 4% of elementary education and/or early childhood are willing to sub for 4 or more years compared to 4% of special education. A higher percentage of special education preservice teachers, however, are not willing to sub (14%) compared to elementary education and/or early childhood (11%).

Despite elementary and/or early childhood preservice teachers perceiving a more competitive job market (Figure 5), these respondents are slightly less mobile with 29% planning to seek a job within commuting distance compared to 26% of special education respondents. Less elementary and/or early childhood preservice teachers are willing to relocate throughout the United States or the world (28%) compared to special education (29%).

Table 3 provides a comparison of the most popular certification areas from the survey. Three of the areas, English, HPE (combined areas of health education and physical education), and social studies, are perceived by MAASCUS employers as having a surplus of teachers. The other three areas, math, language (combined areas of French, German, Spanish, and other), and science (combined areas of biology, chemistry, earth & space, general, physics, and other), are perceived as either having a balanced supply of teachers or a shortage of teachers.

Social studies preservice teachers perceive the market as the most competitive with 42% identifying a considerable surplus of teachers. HPE preservice teachers are next in terms of perceiving a considerable surplus of teachers with 30%. More science preservice teachers perceive a considerable shortage of teachers (11%) than any other areas.

When perceiving their chances of finding a job right after graduation, language preservice teachers are the most optimistic with 54% rating their chances as good. Social studies preservice teachers are least optimistic with 19% rating their chances as good and 21% rating their chances as poor. Interestingly, 25% of HPE preservice teachers rate their

Table 3

Comparison of Selected Certification Areas (Percentages by Teaching Field)

Subject		English n=222	Math n=171	Language n=101	Science n=150	HPE n=193	Soc. Studies n=234
MAASCUS Employer Perceptions		Some Surplus	Balanced	Balanced & Some Shortage	Balanced & Some Shortage	Some Surplus & Considerable Surplus	Considerable Surplus
Gender	Females	77	59	75	43	37	44
	Males	23	42	25	57	63	56
Job Market	Considerable Shortage	3	8	7	11	3	1
	Some Shortage	10	37	28	36	6	6
	Balance	26	32	36	32	20	12
	Some Surplus	46	20	26	17	42	40
	Considerable Surplus	16	4	4	5	30	42
Chances for Job	Good	28	42	54	47	25	19
	Fair	61	51	45	49	57	60
	Poor	11	7	2	5	18	21
Chances in 2-3 years	Good	63	68	72	75	59	52
	Fair	34	31	28	23	40	44
	Poor	3	1	0	3	1	4
Substitute Teaching	1 year	55	48	46	46	42	47
	2-3 years	28	31	27	29	42	41
	4+ years	3	4	5	2	7	3
	Prefer	1	1	1	3	2	1
	No	14	16	22	20	8	8
Private School Teaching	1 year	10	16	12	15	11	11
	2-3 years	25	24	18	17	30	25
	4+ years	28	29	38	27	29	28
	Prefer	25	13	16	25	14	24
	No	11	18	17	17	17	12

Table 3 Continued

Comparison of Selected Certification Areas (Percentages by Teaching Field)

Subject		English	Math	Language	Science	HPE	Soc. Studies
Location	Commuting	27	32	23	27	18	13
	State	11	14	14	11	22	14
	Adjacent	14	16	16	11	12	12
	Eastern U.S.	10	10	7	10	14	14
	U.S. or World	39	25	41	40	34	47
Salary	Only Source	36	28	30	31	17	34
	Major Source	14	16	15	15	19	15
	Combined	39	47	45	44	52	44
	Secondary	11	9	11	9	11	7

Language = certification areas of French, German, Spanish, and other
Science = certification areas of Biology, Chemistry, Earth & Space, General, Physics, and other
HPE = certification areas of Health Education and Physical Education

chances as good although 72% perceive some or considerable surplus of teachers in the market; and 28% of English preservice teachers rate their chances as good although 62% perceive some or considerable surplus of teachers in the market.

When perceiving chances of finding a job in 2 to 3 years, science preservice teachers are the most optimistic with 75% rating their chances as good and social studies are least optimistic with 52% rating their chances as good.

The preservice teachers least willing to substitute teach are language and science with 22% and 20% respectively indicating that they will not substitute teach.

One quarter (25%) of English and science preservice teachers and 24% of social studies preservice teachers indicate a preference for working in private schools. In all areas, at least 27% of respondents show a willingness to teach 4 or more years in a private school.

Examining job location, the range of those willing to relocate throughout the U.S. or the world extends from a high of 47% for social studies to a low of 25% for math. Math preservice teachers have the highest percentage who will limit a job search to a commuting distance at 32% with English and science next at 27%. By comparing the percentage of those who will commute to those willing to relocate throughout the U.S. or the world, social studies preservice teachers are the most mobile with 13% commuting to 47% U.S. or world. Math preservice teachers are least mobile (32% to 25%).

The issue of salary is interesting to note because the area with the highest percentage of males, HPE with 63%, has the lowest percentage (17%) indicating that salary will be the only source of income and the highest percentage (63%) indicating that salary will be combined with or secondary to another family member's salary. Meanwhile, English, with the highest percentage of females (77%), has the highest percentage (36%) of respondents indicating that their salary will be the only source of income and the lowest percentage (50%)

indicating salary will be combined with or secondary to another family member's salary.

Why Teaching

The reasons most frequently given by preservice teachers as to why they choose to pursue education as a career are very similar in nature: 38% of all preservice teachers surveyed indicate that they either enjoy working with young people or love children; 11% suggest that teaching gives them the opportunity to make a difference for someone; and 11% claim that they enjoy teaching. Seven to eight percent (7 to 8%) of preservice teachers give the following reasons for selecting education: teaching is challenging and/or rewarding; my abilities are well-suited to teaching; I like helping people; and I enjoy my particular field. The final two of the "top ten" reasons that preservice teachers list for choosing to teach include, respectively: teaching is my calling -- I have always wanted to teach; and teaching gives me the opportunity to better society.

Not many preservice teachers (less than 3%) indicate that salary, benefits, job security or work schedule are important factors in their decision to teach. Additionally, less than 1% of those surveyed list reasons which suggest teaching as a stepping stone to another opportunity (i.e. "I want to be a coach." or "Teaching can lead to other opportunities.").

See Table 4 for the frequencies of responses.

Table 4: I chose education for a field of study / career because:

Response	Frequency
I enjoy working with young people	675
I love children	428
Teaching gives me the opportunity to make a difference in someone's life	327
I enjoy teaching; I want to teach	323
Teaching is challenging and/or rewarding	226
My abilities are well-suited to teaching	217
I like helping people	216
I enjoy my particular field	210
Teaching is my calling; I've always wanted to teach	158
Teaching gives me the opportunity to better society	114
I love to learn; I can share this love with others	112
Teaching is interesting, fun, or exciting	89
Teaching offers a reasonable salary, good benefits, job security, ideal work schedule	73
Education is important	70
The example of other teachers inspired me	25
I want to coach	17
I desire to work with special needs children	16
I have prior experience teaching; I am familiar with the field	15
Teaching provides an opportunity for ministry/missions	14
Teaching can lead to other opportunities	12
I enjoy the school environment	8
Other	82

Alternatives to Teaching

Preservice teachers' comments about alternatives to teaching are recorded in three groups in Table 5. The first column of the recording instrument represents those respondents indicating that they had chosen to pursue an elementary-related field (elementary education, early childhood, elementary counselor). Of the nearly 3000 preservice teachers surveyed, 58% fall within this group. The second column includes all remaining respondents, 42%, pursuing secondary-related or other fields of study. The final column reflects the total frequency of respondents listing a particular alternative to teaching.

Greater than a third of those preservice teachers surveyed indicate a desire to pursue an alternative career within the field of education or a closely related service. Respondents classified as "Elementary" make up 73% of this number. Within this category of "Education and Related Services," several career alternatives reveal large differences in the percentage of responses indicated by those classified as "Elementary" versus "Secondary/Other." Twenty-two percent (22%) of the former list preschool, child care, or a nanny position as a probable alternative, whereas less than 3% of the latter indicate the same. Similarly, approximately 7% of the "Elementary" group list responses suggesting "any area working with children" as an alternative compared to fewer than 1% of the "Secondary/Other" group. Of all the responses within this category, only two -- coaching/sports instruction and environmental or museum education -- show a greater percentage of "Secondary/Other" over "Elementary" preservice teachers as selecting these alternatives to teaching.

Careers falling within the category of "Social Services and Other Service Occupations" are listed as career alternatives by 12% of all preservice teachers surveyed. This 12% reflects a fairly even percentage of "Elementary" versus "Secondary/Other" preservice teachers choosing this alternative to teaching. Respondents list social or government services most frequently followed by food and beverage services.

Similar to the previous category, an evenly matched percentage of preservice teachers from both groups give business-related occupations as alternatives to teaching. Fifteen percent (15%) of all preservice teachers surveyed select careers within this category. Jobs selected within the area of sales/marketing are most frequently listed and reflect 38% of the total for this category.

The category identified as "Communication and the Arts" includes responses from 4% of preservice teachers surveyed. For each career area listed within this category, a greater percentage of those in the "Secondary/Other" group over the "Elementary" group gives these options as alternatives to teaching.

Nine percent (9%) of all preservice teachers list a health- or science-related occupation. Careers in the area of mental health, counseling and psychology are most frequently given by preservice teachers with a greater percentage of these responses coming from the "Elementary" group. In contrast, a much greater percentage of "Secondary/Other" preservice teachers list careers in fitness and athletic training, lab technology and research, and other miscellaneous health- and science-related fields such as pharmaceutics, horticulture and astronomy.

Table 5: If I can't find a job in teaching, I will try to find employment in/as:

Response	Frequency (A = Elementary, B = Secondary/Other)		
	A	B	Total
Anything	100	66	166
Graduate School, Further Education	64	83	147
Education and Related Services:			
preschool, child care, nanny	375	31	406
tutoring, teacher assistance, substitute teaching	106	41	147
"anything related to education"	85	44	129
"any area working with children"	111	10	121
coaching, sports instruction	19	53	72
youth recreation programs (youth camps, YMCA, scouting)	26	21	47
environmental or museum education	10	35	45
teaching dance/music/art lessons	11	7	18
library or educational support services (IU, secretary)	11	4	15
educational administration	6	5	11
other (residence life, student affairs, educational materials, teaching English overseas, higher education)	18	9	27
Social Services and Other Service Occupations:			
social or government services (family/child services, postal service, Peace Corps)	99	69	168
food/beverage services (waitress/bartender, hostess, chef)	45	29	74
armed forces, safety, security or law enforcement (prison system, probation officer, policeman)	13	21	34
ministry or missions	24	7	31
park or recreational services	16	5	21
personal, building or grounds services (hairdresser, flight attendant, airlines)	3	4	7
other (group home, treatment center, funeral services)	14	13	27

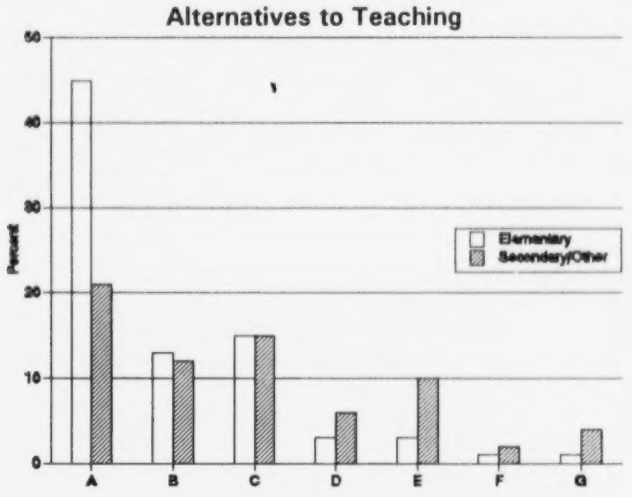
Table 5 (cont): If I can't find a job in teaching, I will try to find employment in/as:

Response	Frequency (A = Elementary, B = Secondary/Other)		
	A	B	Total
Business-Related Occupations:			
sales, marketing (retail, advertising, insurance, real estate)	86	57	143
management, personnel, recruiting	40	33	73
clerical, secretarial	41	17	58
"something in business"	22	32	54
finance, banking	27	23	50
other (accounting, corporate training, customer service, hotels/casinos, travel agency, tourism)	42	24	42
Communication and the Arts:			
writing, editing, publishing, research	15	64	79
visual or craft arts (photography, illustration, graphics, sewing, interior design, model-making)	13	18	31
performing arts, entertainment (acting, theater production)	12	16	28
translation, interpreting	5	18	23
public relations	8	11	19
other (public speaking, radio/television, martial arts)	5	16	21
Health- and Science-Related Occupations:			
mental health, counseling, psychology	79	36	115
therapy, rehabilitation (speech therapy, hospital recreation, occupational/physical therapy, working with disabled)	25	23	48
fitness club, athletic training	4	30	34
lab technology and research	1	20	21
nursing, medical/dental assistance, nursing home	4	7	11
other health-related (public health, healthcare provider, medical administration, paramedic, pharmaceutics)	8	15	23
other science-related (taxidermy, wildlife, zoology, horticulture, geoscience, meteorology, astronomy)	8	14	21

Table 5 (cont): If I can't find a job in teaching, I will try to find employment in/as:

Response	Frequency A = Elementary B = Secondary/Other		
	A	B	Total
Other Professional Specialty Occupations:			
computers (programming, software design)	9	17	26
law (lawyer, court system, criminal justice)	4	5	9
mathematics (actuary, statistician)	2	4	6
engineering, architecture, drafting	2	3	5
Other Skilled Specialty Occupations:			
construction (carpentry, painting, bricklaying, remodeling) .	12	26	38
manufacturing, industry, technology	2	18	20
mechanics, repairs, electronics	5	6	11
transportation (bus driver, truck driver)	1	3	4

Figure 7



Occupational Categories: A = Education & Related Services; B = Social & Other Services; C = Business Related; D = Communication & Arts; E = Health & Science Related; F = Other Professional Specialty; G = Other Skilled Specialty.

Of the less than 2% of preservice teachers listing alternative careers falling under "Other Professional Specialty Occupations," more than half list computer-related fields. "Secondary/Other" preservice teachers make up the greater percentage in this category over "Elementary" preservice teachers. Careers considered as "Other Skilled Specialty Occupations" are recorded by less than 3% of those surveyed. Again, the "Secondary/Other" group represents the greater percentage, 73%, of these responses. Figure 7 illustrates a comparison of elementary and secondary preservice teachers' selections of alternative occupations within the major categories discussed above.

Occasionally, respondents express a willingness to pursue "anything" in lieu of teaching; close to 6% of those surveyed indicate such. Five percent (5%) communicate a desire to pursue a graduate degree or further their education as opposed to pursuing an alternative career. Others may not have indicated a specific desire to return to school, yet list careers for which further education would most likely be required (i.e. lawyer).

Comments of Respondents

Preservice teachers supplying comments offer a variety of additional observations related to the survey. The majority of comments can be categorized into the following areas: perceptions of the job market; perceptions of key factors in securing a teaching position; and suggestions for improving preservice teachers' experiences in the field of education and understanding of the job market.

Respondents most frequently express concern over finding a job upon graduation or acknowledge a current surplus of teachers that makes the job market particularly challenging. The following examples represent typical responses: "I am most worried about finding any teaching job, whether it be a public or private school. I'll take whatever I can get as long as I can teach," and, "I hope the job market opens up so I can get a job!" Others state their uncertainty about the status of the market for teaching positions. "I haven't a clue about the job market," and, "I'm not sure my perception of the job market is accurate," are representative examples. Several respondents opine that "older" teachers should retire, making jobs available for new graduates; an equal number voice their understanding that many teachers would soon retire, creating a need for teachers to fill those positions.

In addition, preservice teachers offer their ideas as to what makes them most marketable in the search for a teaching job. Factors below are listed in order of frequency, from greatest to least:

1) Certification in a particular field: special education, foreign language, science, math
2) Persistence, determination, a positive attitude
3) Willingness to relocate
4) Excellent grades
5) Male (especially in elementary)
6) More than one certification
7) Willingness to teach in rural or urban areas
8) Age or life experiences
9) Ability to coach
10) Further education
11) Experience traveling abroad

Finally, respondents suggest changes that might help to increase their chances at securing a teaching job or expand their understandings of the job market. Representative examples are listed below with frequencies included in parentheses if more than one student gave a similar response.

"The education department needs more teaching and practical experience for secondary education students. I am a junior and have had only one teaching experience." (3)

"There should be a strict GPA or requirement for educators in college!" (2)

"I find it ridiculous, especially for students planning to work in private schools, that education majors can't minor or concentrate in art or music."

"Upcoming teachers should be exposed to technological advances -- i.e. computers -- so that they will have a background in tools for the classroom."

"We should be prepared earlier for the job search (junior year or first semester senior year). We are not notified that we should be beginning our job search process until we begin student teaching. This is the semester when we have no time to adequately undertake this process."

"Please have more of the conferences and job fairs."

"Would like to see a newsletter/information of teaching jobs relevant to my major nationwide -- Internet somehow with the want ads."

"Get information on other states' requirements for certification for us."

"I think more emphasis should be placed on jobs other than teaching that we can pursue with an education degree." (3)

"After four years of school I wish I had been exposed to more majors and their resulting jobs. I might have chosen differently. Within my major I wish I had had more hands-on sooner; by the time you do it's almost too late to switch."

"Please consider surveying recent graduates about where they found jobs, if those jobs are in their chosen fields, their salary, length of time spent looking for a job, etc. It's not only useful information for us but for potential students shopping for a program."

Conclusions

As with many research reports, this study uncovers more questions than answers. Each observation of the data leads to more areas deserving additional research.

Perceptions of the Job Market

The preservice teachers surveyed seem to recognize that the job market is competitive, in some case extremely competitive. Their perceptions are similar to the Mid-Atlantic region school employers who were surveyed at approximately the same time (MAASCUS, 1995). However, the majority of preservice teachers view their chances of getting a job optimistically. This optimism is especially evident when asked about their chances for employment in 2 to 3 years. Few respondents view their chances for full-time employment as poor despite their own recognition of a competitive job market. It would be interesting to follow some of these preservice teachers in their job searches to see if this optimism dims as they compete in the market and to see if they do secure full-time jobs in 2 to 3 years.

The preservice teachers also indicate a willingness, on the whole, to serve as substitute teachers. Most, however, will not substitute beyond a three year period. Again, it would be interesting to see if these preservice teachers substitute longer than three years or if they seek other professions if substituting does not lead to full-time employment.

Many preservice teachers are willing to teach in a private school. This could be in reaction to the competitive market or for other reasons. The question to ask here is whether the lower salaries in most private schools (compared to public schools) will cause those who teach there to seek public school positions or jobs outside of education.

The survey also shows a significant number of preservice teachers willing to relocate. Whether these teachers actually relocate for employment remains to be seen. Relocation can become a political issue as well with legislators questioning the purpose of educating teachers at state supported colleges and universities only to have them leave the state and become tax payers elsewhere. A topic which this survey does not address is the willingness of preservice teachers to teach at urban schools. In some ways, this question is similar to the relocation question, although other studies address the complexities involved with teaching in an urban, multicultural environment.

These research studies stress the importance of training teachers to work in an urban environment. Relocation, on the other hand, is more a matter of willingness to do so rather than specific preparation. The respondents in this survey may view their chances of finding a full-time job as good in 2 to 3 years because they are willing to relocate. Willingness to relocate in and of itself, however, does not guarantee employment although those willing to relocate do provide themselves more vacancies to consider.

While school personnel representatives may wonder why so many people are seeking employment in certification areas of considerable teacher surplus, in this survey the majority of preservice teachers choose their certification areas with a perception of the job market that is similar to the perception of employers. These preservice teachers, however, may not be realistic about their chances for employment as the majority rate their chances of finding a full-time job in 2 to 3 years as good despite a competitive market. While this report does not

explore how long teachers, on average, search for a full-time job, common sense dictates that with a competitive job market, as shown by the MAASCUS survey in Table 2, and with preservice teachers recognizing such, more preservice teachers would have rated their chances for finding full-time teaching jobs as poor.

Why Teaching

Many of the reasons for choosing to teach given most frequently by those surveyed are consistent with the reasons reported in the literature. The top three responses -- working with young people, a love of children, and desire to make a difference -- closely match three of the first four reasons reported by Myers and Neely (1990). The most frequently selected reasons stated by Zimpher (1989) and King (1993) are also among the top ten responses of the preservice teachers in this survey. According to the majority of responses, those entering the field of education seem to be intrinsically motivated to teach. Reasons such as a love of children, desire to make a difference, enjoyment of teaching, interest in helping others, and opportunity to better society suggest this.

The fact that less than 3% of preservice teachers list income, benefits and job security as reasons for entering the field of education supports the findings of Zimpher (1989) indicating that education majors are generally less concerned about these areas than their peers. These reasons also reflect external rewards as motivations for teaching, which are cited much less frequently by those surveyed.

Some individuals recognize that their natural abilities lend themselves well to teaching. Responses such as, "My abilities are well-suited to teaching," and, "Teaching is my calling; I've always wanted to teach," reflect this. It would be interesting to follow the careers of those who list such reasons and see if these teachers are more successful in their field as Serow (1994) suggests.

Perhaps this focus on wanting to be a teacher contributes to the respondents' overall optimism toward finding a full-time job either immediately or 2 to 3 years later. Perhaps the intrinsic motivation to teach and desire to help others are related to this optimism. If these respondents view teaching as a "noble profession" which requires self-sacrifice to serve others, maybe they feel that they ought to be rewarded with a job. Could an unconscious thought be: "I want to teach; I want to make a difference; therefore it is right that I get a job"? The data do not address this speculation, but it is worth considering.

Alternatives to Teaching

When comparing general categories of alternatives given by preservice teachers, occupations other than teaching that fall within the category of "Education and Related Services" are listed most frequently. The desire to remain within the field of education or a closely related field might be expected of those pursuing a teaching career. However, as noted earlier, this does not seem to hold equally true for elementary and secondary preservice teachers. Forty-seven percent (47%) of responses given by those classified as "Elementary" fall within this category compared to only 25% of career alternatives listed by those classified as "Secondary/Other."

Similar to the observances of others, elementary preservice teachers often select career alternatives that still provide them with the opportunity to work with children; greater than half of their responses reflect this desire, including such occupational areas related to education as preschool, child care, tutoring, substitute teaching, "any area working with children," youth recreation programs, counseling, and speech therapy. In contrast, responses given by secondary preservice teachers are more evenly distributed among various categories. Either elementary preservice teachers are focused on employment in a helping profession or they may not understand how their skills may be applied to other areas of work. It may be a combination of the two.

Again consistent with the literature and as expected, secondary preservice teachers often select career alternatives falling within the realm of their academic field. This was evident while recording secondary preservice teachers' responses, although their responses are not specifically subdivided by major on the recording instrument. For instance, English majors often list careers such as writing, editing or public speaking; various science majors select lab technology and research, zoology, meteorology; math majors give responses like actuary/statistician or positions related to computers; health and physical education majors might list coaching, therapy, or athletic training. Thus, cumulatively, responses for secondary preservice teachers occur more frequently in occupational categories other than "Education and Related Services."

On occasion, respondents, when listing an occupation, would indicate their alternative as a return to a former job. It would be interesting to ask how many responses reflect previous occupations, then compare the percentage of elementary versus secondary preservice teachers specifying such.

Comments of Respondents

The comments of many preservice teachers indicate an awareness of the challenging job market. For many, a sense of frustration or desperation accompanies this. For some, the acknowledgement of a current teacher surplus is followed by a statement of determination to obtain a teaching position, nevertheless. A fascinating study would be to examine if determination and a positive attitude have any effect on job acquisition, especially since several respondents feel that this is a factor in finding a job.

It is particularly interesting to note what preservice teachers see as the keys to finding a teaching job. It appears that many are accurate in their perception of what makes them marketable, however, "ability to teach" or "competence in teaching" is not directly stated. They do list "excellent grades", but do not cite an ability to apply their skills in the classroom as a marketable reason. This may be a good question to ask preservice teachers on future surveys. The results could then be compared to the factors that make teacher candidates more marketable as identified by employers.

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Appendix A

Responding Institutions:	Respondents	(%)
1) Slippery Rock University, Slippery Rock, PA	281	(9.6)
2) Buffalo State College, Buffalo, NY	213	(7.3)
3) Waynesburg College, Waynesburg, PA	28	(1.0)
4) Wilkes University, Wilkes-Barre, PA	19	(0.7)
5) Pennsylvania State University, University Park, PA	26	(0.9)
6) Houghton College, Houghton, NY	36	(1.2)
7) King's College, Wilkes-Barre, PA	11	(0.4)
8) Frostburg State University, Frostburg, MD	116	(4.0)
9) Immaculata College, Immaculata, PA	25	(0.9)
10) College of William and Mary, Williamsburg, VA	73	(2.5)
11) Mansfield University, Mansfield, PA	29	(1.0)
12) Lock Haven University, Lock Haven, PA	461	(15.8)
13) Rutgers University, Camden, NJ	62	(2.1)
14) Liberty University, Lynchburg, VA	120	(5.5)
15) Thiel College, Greenville, PA	31	(1.1)
16) West Chester University, West Chester, PA	284	(9.7)
17) Westminster College, New Wilmington, PA	74	(2.4)
18) University of Delaware, Newark, DE	196	(6.7)
19) East Stroudsburg University, East Stroudsburg, PA	299	(10.3)
20) University at Buffalo (SUNY), Buffalo, NY	43	(1.5)
21) Bloomsburg University, Bloomsburg, PA	41	(1.4)
22) University of Pittsburgh, Pittsburgh, PA	68	(2.3)
23) University of Scranton, Scranton, PA	81	(2.8)
24) SUNY Fredonia, Fredonia, NY	109	(3.7)
25) Millersville University, Millersville, PA	151	(5.2)
	TOTAL 2917	

*88 institutions (MAASCUS members) invited to participate
*30 institutions requested surveys
*25 institutions returned surveys

Appendix B

Certification Fields of Respondents (Respondents may mark more than one field)

Field	#	%	Field	#	%	Field	#	%
Agriculture	0		Health Education	152	5.2	Science - Chemistry	33	1.1
Art	58	2.0	Home Economics	5	.2	Science - Earth & Space	40	1.4
Bilingual Education	12	.4	Language, Modern - French	38	1.3	Science - General	57	2.0
Business	38	1.3	Language, Modern - German	13	.4	Science - Physics	14	.5
Communication	20	.7	Language, Modern - Spanish	54	1.9	Science - Other Areas	9	.3
Counselor - Elementary	28	1.0	Language - Other	4	.1	Social Studies	234	8.0
Counselor - Secondary	39	1.3	Library Science	7	.2	Speech	8	.3
Driver Education	14	.5	Mathematics	171	5.9	Special Education	400	13.7
Early Childhood Education	348	11.9	Music	35	1.2	Speech Pathology/Audiology	27	.9
Elementary Education	1532	52.5	Physical Education	185	6.3	Technology/Industrial Arts	16	.5
English	222	7.6	Reading	33	1.1	Other	111	3.8
English as a 2nd Language	22	.8	Science - Biology	76	2.6	Other	8	.3
Environmental Education	34	1.2						

Appendix C

A survey of education majors at Name of College/University.
Please take a few minutes to complete the questions below. Your answers and comments will not be individually identified. Circle the appropriate answer.

A. Year in school:
1) freshman
2) sophomore
3) junior
4) senior
5) post bachelor
6) graduate student

B. Age:
7) 17-18
8) 19-20
9) 21-22
10) 23-24
11) 25-30
12) 31-35
13) 36-40
14) 41-45
15) 45 & older

C. Gender:
16) female
17) male

D. Race:
18) American Indian/Native American/Alaska Native
19) African American/Black (Non-Hispanic/Latino)
20) White/Caucasian (Non-Hispanic/Latino)
21) Mexican American/Chicano
22) Asian/Pacific American
23) Puerto Rican
24) Other Hispanic/Latino
25) Other

E. From the list below, I am seeking certification(s) in ____, ____, ____, ____, ____.
(If seeking more than one certification, please list in order of importance to you.)

26) Agriculture
27) Art
28) Bilingual Education
29) Business
30) Communication
31) Counselor - Elementary
32) Counselor - Secondary
33) Driver Education
34) Early Childhood Education
35) Elementary Education
36) English
37) English as a Second Language
38) Environmental Education
39) Health Education
40) Home Economics
41) Language, Modern - French
42) Language, Modern - German
43) Language, Modern - Spanish
44) Language - Other (list): _____
45) Library Science
46) Mathematics
47) Music
48) Physical Education
49) Reading
50) Science - Biology
51) Science - Chemistry
52) Science - Earth & Space
53) Science - General
54) Science - Physics
55) Science - Other Areas
56) Social Studies
57) Speech
58) Special Education
59) Speech Pathology/Audiology
60) Technology/Industrial Arts
61) Other (list): _____
62) Other (list): _____

F. In my certification area(s), the job market has:
- 63) a considerable shortage of teachers
- 64) some shortage of teachers
- 65) a balance of teachers and openings
- 66) some surplus of teachers
- 67) a considerable surplus of teachers

G. My chances for finding a full-time job in my certification area(s) once I graduate are:
- 68) good
- 69) fair
- 70) poor

H. Even if I don't get a job in my certification area(s) right away, my chances of finding a full-time job in 2 or 3 years are:
- 71) good
- 72) fair
- 73) poor

I. I would be willing to be a substitute teacher for:
- 74) 1 year
- 75) 2-3 years
- 76) 4 or more years
- 77) I may prefer to be a substitute teacher rather than a full-time teacher
- 78) I'm not interested in being a substitute teacher

J. I would be willing to be a teacher in a private school:
- 79) 1 year
- 80) 2-3 years
- 81) 4 or more years
- 82) I may prefer to be a teacher in a private school rather than a teacher in a public school
- 83) I am not interested in being a teacher in a private school

K. The location where I am willing to seek teaching employment is:
- 84) a driving/commuting distance from my home
- 85) in my state
- 86) in the surrounding states
- 87) in the eastern United States
- 88) unrestricted, throughout the United States
- 89) unrestricted, throughout the world

L. My teaching salary will be:
- 90) my or my family's only source of income
- 91) my or my family's major source of income
- 92) combined with another family member's income
- 93) secondary to another family member's income

M. If I can't find a job in teaching, I will try to find employment in: _____

_____.

N. I chose education for a field of study / career because: _____

_____.

O. Please write any additional comments you may have:

Appendix D

Method of Recording Comments from Questions M, N, O: See Survey, Appendix C

Question M: If I can't find a job in teaching, I will try to find employment in/as:

Originally, responses to Question M were recorded in list form as read. Since respondents were not limited to a single answer, multiple responses were recorded if given. As patterns became evident, answers reflecting similar areas of employment were grouped. Following, tallies were recorded for these sets, and unique responses added to the list. In some cases, respondents' answers were very general (i.e. "sales") while in other cases, more specific occupations were given (i.e. "insurance"). For these instances, the general area of occupation was recorded followed by the most frequently listed examples of specific occupations [i.e. "Sales, marketing (retail, advertising, insurance, real estate)"]. Furthermore, several general statements (i.e. "any area working with children") were formed reflecting the main idea behind similar individual replies. After all survey responses had been recorded, categories of related employment areas were created based upon the particular responses given for this survey with reference to the *Occupational Outlook Handbook, 1994-1995 Edition*, developed by the U.S. Department of Labor Bureau of Labor Statistics.

Question N: I chose education for a field of study / career because:

As with Question M, single or multiple responses to Question N were initially recorded in list form as read. Next, comparable responses were grouped and general statements were formed to reflect the main idea behind groups of individual reasons for selecting education for a field of study. Henceforth, tallies were recorded by these statements for remaining surveys. Considering all replies from participating colleges and universities, the most frequently given answers were listed on the recording instrument while those responses given less often were grouped under the title "Other." Unique examples of these responses were recorded on the forms sent to each college or university.

Question O: Please write any additional comments you may have:

If an additional comment was given, each was quoted in list form as read and provided to individual colleges and universities. For general purposes, additional comments have been reviewed for frequency of similar responses and further insight into the avenues explored in this report. The results of additional comments are summarized and conclusions presented.

Note: In some of the discussion sections, percentages are given instead of frequencies in order to more clearly report results and discuss conclusions. The majority of percentages are obtained by comparing frequencies of a particular response(s) to the number of preservice teachers surveyed (Elementary, n = 1678, Secondary/Other, n = 1239, or the Total, n = 2917). Because many students elected not to write in answers for Questions M, N and O, percentages appear lower than if all students had responded to these questions.